DOCUMENT RESUME

ED 346 871 IR 054 077

AUTHOR Greer, Barbara A.
TITLE State Book Award Programs: Putting Children's Choices in the Media Collection. A Scholarly Study.
PUB DATE 92
NOTE 85p.; Requirements for Degree of Educaional Specialist, Georgia State University.
PUB TYPE Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; *Library Material Selection; Media Specialists; Predictor Variables; *Reading Material Selection; School Surveys; *State Programs
IDENTIFIERS *Book Awards; *Student Preferences

ABSTRACT

The purpose of this study was to examine children's choice state book award programs to determine their impact on the media collection and, ultimately, on what students were reading. Questionnaires were sent to 40 randomly selected schools in 5 states (Georgia, Ohio, Texas, California, and Vermont) with active (1991-1992) state book award programs. Data were collected on demographics, funding, selection process, participation factors, media collection, and student checkout of award winning books. Descriptive statistics were used to answer the research questions. Responses received from 62% of the schools surveyed indicated that 53.2% of the respondents consistently participated in their state book award programs with another 20.2% participating some of the time; most schools had participated for more than 4 years. Generally, the schools surveyed had under 1,000 students served by a full-time media specialist and a full-time clerk (24.2%) or a full-time media specialist (29.8%). Funding seemed to play a minor part (16.9%) in a school's participation in their state book award program. Another major finding indicated that over a third of the schools surveyed purchased all titles on the nominees/winners list. It was also shown that, if given a choice, students preferred to check out the children's choice state book award winners over the adult-chosen award books such as the Newbery or Caldecott. The results of this study indicate that children's choice state book award programs have had an effect on the media collection and on student's reading. Appendices provide a list of the addresses for sponsors of the state book award programs 1991-1992 from whom responses were received and a letter to sponsors requesting information; the survey questionnaire and cover letter to media specialists; and respondents' comments from the questionnaire. (29 references) (Author/BBM)

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STATE BOOK AWARD PROGRAMS: PUTTING CHILDREN'S CHOICES IN THE MEDIA COLLECTION

by

BARBARA A. GREER

A SCHOLARLY STUDY

Presented in Partial Fulfillment of Requirements for
the Degree of Educational Specialist in Library
Media Technology in the Department
of Curriculum and Instruction
in the College of Education
Georgia State University

Atlanta, Georgia

1992

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Purpose

The purpose of this study was to examine children's choice state book award programs to determine their impact on the media collection and, ultimately, on what students were reading.

Methods and Procedures

Questionnaires were sent to randomly selected schools in five states (Georgia, Ohio, Texas, California, and Vermont) representing different regions of the United States with active (1991-1992) state book award programs. Data were collected on demographics, funding, selection process, participation factors, media collection, and student checkout of award winning books. Descriptive statistics were used to answer the research questions.

Results

Responses were received from 62% of the schools surveyed. The data indicated that 53.2% of the respondents participated in their state book award programs consistently with another 20.2% participating some of the time. Most schools had participated for more than four years. Generally, the schools surveyed had under 1000 students served by a staff consisting of a full-time media specialist and a full-time clerk (24.2%) or a full-time media specialist (29.8%). Funding seemed to play a minor part (16.9%) in a school's participation in their state book award program. Another major finding indicated that over a third of the schools surveyed purchased all titles on the nominees/winners list. It was also shown, that if given a choice, students preferred to check out the children's choice state book award winners over the adult chosen award books such as the Newbery or Caldecott.

Conclusions

The results of this study have indicated that children's choice state book award programs have had an effect on the media collection and on student's reading. With the state book award programs, students were involved in the selection of their literature. When media collections contained the children's choice awards books, students were eager to read them.

TABLE OF CONTENTS

		Page
ABSTRACT		ii
LIST OF TABLES		v
CHAPTER		
1	INTRODUCTION	1
	Overview	1
	Statement of the Problem	3
	Significance of the Study	3
	Assumptions/Delimitations/Limitations	4
	Definition of Terms	5
2	REVIEW OF THE LITERATURE	6
	Historical Perspective of the State Book Awards	6
	Sponsorship	9
	Purpose	10
	Nominees	11
	Promotion of the Nominees	12
	Participation	13
	Voting Procedures	15
	Award Presentation	15
	Winning Titles	18
	Summary	18
3	METHODOLOGY AND PROCEDURES	20
	Population	20
	Instrumentation	21
	Data Collection	22
	Analysis of the Data	22
4	RESULTS	23
	Demographic Data	24
	Research Question 1	24
	Research Question 2	31
	Research Question 3	35
	Research Question 4	39

Page

5 DISCUSSIONS AND CONCLUSIONS 43

Findings 43
Discussion 44
Applications 46

REFERENCES 48

APPENDIXES 51

A Addresses for Sponsors 51
B Letter to Sponsor Requesting Information . . . 54
C Cover Letter to Media Specialist 55
D Survey Questionnaire 56
E Respondents' Comments from Questionnaire . . . 67

LIST OF TABLES

Table		Page
1	Survey Response by State	25
2	Participation in State Book Award Program	26
3	Years Voted in State Book Award Program	27
4	Comparison of States with Respondents Voting 5+ Years	27
5	Book Budget for the 1991-92 School Year	28
6	Number of Students Media Center Serves	29
7	Media Center Staff	30
8	Participation Factors	32
9	Selected Participation Factors by State	33
10	Acquisition of the State Book Awards But Not Voting	34
11	Funds Used to Purchase Books from Master List of Nominees	34
12	Amount Spent to Purchase Winners/Nominees	35
13	Selection of State Book Award Nominees/Winners	36
14	Frequency of Purchase of Award Winning Books	37
15	Limited Funds Purchase	37
16	Promotion of the State Book Award Nominees/ Winners	38
17	Award Winners in the Media Collection	40
18	Frequency of Checkout of Award Winners	41
19	Most Frequently Checked out Award Winner	41

CHAPTER 1

INTRODUCTION

Overview

Attracting children to excellent books and establishing a pattern of lifelong reading are challenges for all who work with children including teachers, media specialists, librarians, and parents. All readers are different. Some read for discovery or information. Others read just for pleasure. Individual children have definite likes and dislikes. The challenge for adults is to get the non-recreational reader or the reluctant reader to read. Reading must be made appealing. Too often, students have felt that reading is torture because they are made to read materials that are of no interest to them.

"Lifelong reading habits can be developed by caring adults who make available to children all types of reading material, especially quality literature." (DeBruyne-Ammon & Sherman, 1989, p. 10). Library use should be encouraged by all who work with children.

In this fast-paced, highly technological age, reading competes with gadgets and extra-curricular activities. Children spend a large amount of time outside of the school watching television and playing video games. To combat this,

adults must promote reading in a variety of ways because these distractions often preclude reading.

To promote recreational reading among school children, many of the states have started book award programs. More than ever, children are being guided to choose what they feel are among the best books written for them (Hopkins, 1982). From Hawaii to Vermont, thousands of students have participated in state book award programs by reading and voting for their favorite titles. Because the children have been involved in the process of selecting the winners, these seem to be more accepted and well-known than adult chosen award winners. Schneider (1987) showed in her study that students were more familiar with books on the Georgia Children's Picture Book Award list than with the Caldecott Award books.

Suggestions have been made that children should be more involved in selecting their choice of literature (Hopkins, 1982; Van Orden, 1982; Birdsong, 1974; Measel & Crawford, 1971). One of the leading advocates of this involvement is the International Reading Association. Since 1974, a committee from this group has offered a yearly list of "Children's Choices" and published it in The Reading Teacher. Each year 10,000 children from different regions of the United States evaluate and comment on newly published books. The Joint Committee (made up of IRA members and the Children's Book Council) considers the yearly listing to be a valuable resource that "can be used to help teach reading,

to provide a list of recreational titles, or to be sure a title accessible to young readers has been selected for use in classrooms or homes by individual readers." ("Children's Choices", 1991, p. 128.).

Statement of Problem

The purpose of this study was to examine children's choice state book award programs and their impact on the media collection. This study sought to examine these programs by looking at the following research questions:

1. What were the characteristics of schools that participated in state book award programs?
2. What factors determined whether a school participated in a state book award program?
3. Did the state book award programs have an effect on collection development?
4. Did the state book award winners which were children's choice awards reflect what students were reading?

Significance of Study

The significance of this study lies in its potential for making media specialists aware of the impact that state book award programs have on their collection and, therefore, on students' reading choices. With many of the states offering state book award programs and with professional organizations seeking imput from students across the United

States on newly published books, what children choose to read should be noted.

This is not to say that adult chosen awards should be ignored. Bauer and Sanborne (1981) examined 193 children's books which had won a reader's choice award. They found that 39 of the books were agreed upon by both adults and children. Adult-selected awards tend to set literary standards while children's choices tend to represent interests and needs. The authors agreed that both types of awards deserved considerable emphasis since their study indicated that children do enjoy some books with literary merit. Both types of awards were important to celebrate achievement in literature, gave attention to the importance of children's books in literature, and to stimulate children's interest in reading.

This study also has the potential to enlighten promoters of state book award programs as to some positive and some negative aspects of the programs.

Assumptions/Delimitations/Limitations

For this study it was assumed that every school in the states which had state book award programs had the opportunity to participate in that program.

This study was delimited to those state awards chosen by children. This study was also delimited to only those states that were known to have had a state book award program in the 1991 - 1992 school year as determined from

information received from each state (see Appendix A). To narrow the focus, five states were chosen to represent different regions of the United States: Ohio (Midwest); Texas (Southwest); California (West); Vermont (New England); and Georgia (South).

Definition of terms

The definition which follows shows how this term was used in the study:

State book award program: a program that is open to schools across a state to encourage students to read books that are on a list of nominees which meet certain criteria and to vote for their favorite book from the list of nominees.

CHAPTER 2

REVIEW OF THE LITERATURE

The reason for the majority of the state book award programs was to encourage students to read and to vote for what they liked best. How did the state book awards come about and how were they organized? Before an analysis of the characteristics of schools that participated in state book award programs and the factors which determine participation could be undertaken, an overview of: the historical perspective of the awards, the sponsorship of the awards, the purpose for the awards, the development of the list of nominees, the promotion for the awards, the voting procedures, the award presentations, and a look at the winners was necessary. A review of the literature was conducted in order to develop further insight into the above aspects of the state book award programs.

Historical Perspective of the State Book Awards

The oldest single state book award is the William Allen White Children's Book Award which began in 1952. The first children's book award was regional, starting in 1940 with the Pacific Northwest's Young Reader's Choice Award. Voting for this award included Washington, Oregon, Idaho, Montana, Alaska, Alberta, and British Columbia. From these two pioneer award programs have sprung at least thirty-six other

state book award programs. (Not all of these programs were currently active.)

Since 1952, millions of votes have been cast by the children of Kansas to select the winner of the William Allen White Children's Book Award. In that year, the first statewide reader's choice award program was started by Ruth Gagliardo, a children's literature specialist. She wanted to honor the editor of the newspaper where she had worked for many years. White had shared Gagliardo's enthusiasm for trying to get "more good books into the hands - and hearts and heads - of children" (Bogan, 1979, p. 88). After White's death, Gagliardo decided to honor him with a children's book award. On October 9, 1953, the first William Allen White Award was presented to Elizabeth Yates for Amos Fortune. A young boy, representing the 14,000 children who participated in the voting, presented Yates with her award (Bogan, 1979).

The William Allen White Award program has been the model for many of the other state book award programs. Since then, state book award programs either were currently in place or previously have been held in the following states: Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and, as stated before, the five states

that participated in the Pacific Northwest program - Alaska, Oregon, Washington, Montana, and Idaho. Beginning in 1992, North Carolina will be added to the list of states with a state book award.

Many state book awards were named for outstanding state citizens. The Sequoyah Children's Book Award was named for one of Oklahoma's most renowned Indians who was responsible for creating the Cherokee alphabet. Authors have been honored by five of the states: the Dorothy Canfield Fisher Award (Vermont), the Maud Hart Lovelace Book Award (Minnesota), the Mark Twain Award (Missouri), the Charlie May Simon Award (Arkansas), and the Rebecca Caudill Children's Book Award (Illinois).

Some of the state book awards were named for an item associated with that state. Borrowing the state's nickname was a popular way to name a state book award. The Volunteer State Book Award (Tennessee), the Kentucky Bluegrass Award, the Sunshine State Children's Book Award (Florida), the Buckeye Children's Book Award (Ohio), the Young Hoosier Award (Indiana), and the Land of Enchantment Award (New Mexico) all used the state's nickname. Several awards used the natural features from the state such as the flora and fauna. Hawaii's Nene Award was named for a near extinct native Hawaiian goose. Hawaiian children chose this name over many others to honor the goose (Children's books: awards and prizes, 1985). The Colorado Blue Spruce Award was named for all of the beautiful blue spruce trees in the

state. In New Hampshire, a prominent rock formation that closely resembled a human face was used to name the Great Stone Face Children's Book Award (Children's books: awards and prizes, 1985). The Texas Bluebonnet Award and Wyoming's Indian Paintbrush Award were both named for the state flower.

Two of the state book awards derived their names from unusual sources. The Golden Archer Award of Wisconsin and the Golden Sower Award in Nebraska both had unique beginnings. The Golden Archer Award took its name in part from one of the people who originated the idea of a state book award. Marion Fuller Archer along with Sally Teresinski conceived the idea for this award. In addition, the name also paid homage to the authors of works for young readers, who are compared to the archer in Longfellow's verse "I shot an arrow into the air/It fell to earth, I knew not where..." (Children's books: awards and prizes, 1985, p. 130.). In Nebraska, the Golden Sower Award took it's name from a figure on top of the Nebraska Capitol building. "The sower is really, as the symbol of principles of living, a sower of the seeds of life to bring into being a finer life for the sake of a nobler living in the future" (Children's books: awards and prizes, 1985, p. 116.).

Sponsorship

Sponsorship of the state book awards was varied but the majority were backed by either a media organization, a

library organization, or an educational organization. Many state library associations sponsored their state book awards. The state Council of Teachers of English, the state IRA chapters, and the state Reading Councils were also involved in some of the state book awards. Public libraries figured prominently in several state book award programs. In addition, state colleges and universities and state departments of education were involved in numerous state book award programs. Several programs were funded by outside sources. For example, the William Allen White Award was supported by the Trusler Foundation (Top of the News, Summer, 1986) while the Kentucky Bluegrass Award was funded in part by the Ashland Oil Company (Children's books: awards and prizes, 1985).

Purpose

The main goal of all of the award programs was to encourage students to read. The purpose or goals of the award programs varied little from state to state. "To stimulate the interest of young readers in outstanding literature" (Arizona, Children's books: awards and prizes, 1985), "to promote reading and the discussion of books" (Arkansas, Library Media Center Committee Elementary Council, 1987), "to honor distinguished children's book authors" (California, Jones, 1989), "to become discriminating readers in their personal selection of books" (Florida, Children's books: awards and prizes, 1985), "to

develop a statewide awareness of outstanding literature for children and young people" (Illinois, Illinois School Library Media Association, 1991), "to encourage cooperation among adminstrators, school media specialists, and teachers" (Indiana, Association for Indiana Media Educators, 1991), "to provide an avenue for positive dialogue between teacher, parent, and children about books and authors" (Iowa, Children's books: awards and prizes, 1985), "to provide the children with a program and sources to enrich their lives through reading and to find the joys that lie in being able to read" (Missouri, Mark Twain Award Committee, 1991) were goals that were stated in one form or another by most of the participating states.

Nominees

Throughout the states, various people had input into the list of nominees. Usually teachers, librarians, media specialists, and students submitted suggestions to a book award committee. Some states even involved parents or administrators. Georgia encouraged publishers to suggest titles (Root, 1986).

A committee that usually included members of the sponsoring organization(s) or teachers and media specialists then drew up a master list of nominees. This list varied anywhere from 3 to 35 titles with the majority of states opting for a list of approximately 20 nominees.

The nominees must meet certain criteria set up by each state book award committee. The most frequently mentioned criteria were: books must be written by a living author, books must be written by an author residing in the U.S., books must currently be in print, books must be written within a certain number of years (usually 3 to 5 years prior), books must be appropriate to the age level at which the award program is aimed, and books need to be of literary quality. The use of fiction or nonfiction or both varied from state to state but most chose only fiction. The decision to include books that had won the Newbery Award or the Caldecott Award was dealt with in the nomination criteria for each state. The majority of the states did not allow Newbery or Caldecott winners on the nominee list but generally accepted Newbery or Caldecott honor books.

Promotion of the Nominees

Once the list had been drawn up, the sponsoring organizations in many states offered promotional items to the participating schools. Items such as T-shirts, bookmarks, award seals, certificates, rubber stamps, and pamphlets were sold to promote the nominees. Even visual aids were offered in some state book award programs. Indiana and the Pacific Northwest programs offered videotapes to introduce the program and the nominees each year. These videos could be purchased or borrowed. Missouri offered a filmstrip version of the nominees. Most states offered

informational packets to all participating schools at no charge. At least two of the programs (California and the Pacific Northwest) had handbooks to promote their state book award program published by an outside company. These handbooks were sold to cover the cost of mailing the packets of information to the participating schools and to bring the winning author to the state.

South Carolina invited participants to design banners representing a nominee from the current list. A monetary prize was given to the outstanding banners each year.

Participation

With so many state book award programs, who participated in these children's choice award programs? The majority of the programs were aimed at the intermediate level - fourth through eighth grades. Some states had a primary level (kindergarten through third) and some had a high school division. Several states had dropped their older division due to lack of interest.

With most of the states starting their programs in the late 1970's, early 1980's, the number of participating schools and students had increased just about every year. Georgia boasted that in terms of population, more children participated in this program during the 1985-86 school year than in any other of the similar twenty-five state programs (Root, 1986). In Illinois, in 1989, over 25,000 children voted for their favorite book in the Rebecca Caudill Book

Award program (Journal of Youth Services in Libraries, 1989). School Library Journal (1990) reported that in Kansas, in 1990, over 58,000 students voted for the William Allen White Award. According to the Mark Twain Award Committee (1991), the 1991 Mark Twain Award had almost 90,000 children cast votes. One of the largest groups ever to participate in a state book award program, voted in the Ohio Buckeye Children's Book Award. In this program in 1989, 185,209 students voted for their favorite book (Ohio Libraries, 1989).

Not only did regular students participate in the state book award programs, but also the blind and the visually handicapped students were taken into consideration in several of the states. For example, the Library for the Blind and Handicapped in Oklahoma City made tape programs available for children who wanted to participate in the program but could not read regular type, were physically unable to use a book, or had a learning disability (Children's books: awards and prizes, 1985). In addition, Missouri and South Carolina had the nominees recorded in braille or on tape.

As an incentive, to motivate the students in South Dakota to participate in the Prairie Pasque Award, Permabound gave away free books. The school with the highest percentage of participating students and a runner-up received free books from the book company (Department of Education and Cultural Affairs, 1991).

Several states charged a nominal fee for a school to participate. Once again this money was used to cover mailing and printing costs.

In order for a school to participate in a state book award program, it must have a certain number of the nominees on hand for the students and teachers to read. This number was usually around two-thirds of the total number of nominees.

Voting Procedures

In addition to requiring a participating school to have a certain number of the nominees, a student, in order to vote, was required to have heard or read a specified number of the nominees. All students were encouraged to read or hear as many of the nominees as possible to be a more discriminating voter.

Most of the states had the voting held either in the fall or in the spring. Several of the states held the voting during National Book Week or during National Library Week. Usually the local school tallied the votes and sent them to the sponsoring organization for the final tabulation. The winners were generally announced at a conference held by the sponsoring organization.

Award Presentation

As a culmination of the state book award programs, the winning authors were invited to receive an award at a

banquet or conference held by the sponsoring organization. This event frequently took place in the spring or the fall.

Some of the states had students present the award to the winning author. A student in a school that participated in the William Allen White Award was randomly selected to give the award to the winning author. In Oklahoma, children presented the winning author with a plaque (Stacks of Ideas, 1988). The Bluebonnet Award was presented by a child to the winning author in Texas.

The awards presented to the winning authors varied from state to state. Some of the states presented a certificate or a plaque while others gave an award unique to the state. For instance, in Missouri, the winning author received an eight inch bust of Mark Twain made of Missouri metal, mounted on walnut and inscribed with the author's name and winning title (Mark Twain Award Committee, 1991). In California, the winning author received a bronze medal depicting the map of California and a child reading (DeBruyne-Ammon & Sherman, 1989). Any author that won the Colorado Children's Book Award was presented with a commemorative set of bookends at an annual convention (Jones, 1989). The winning author of Hawaii's Nene Award received a carved koa wood platter (Jones, 1989). Massachusetts gave its winning author a Paul Revere bowl at a conference in June (Jones, 1989). In Iowa, the winner of the Iowa Children's Choice Award was presented an engraved bronze school bell while the winner of the Iowa Teen Award

received an engraved brass apple (Jones, 1989). The winner of the West Virginia Children's Book Award received a West Virginia-crafted artifact (Children's books: awards and prizes, 1985). In Vermont, the sponsoring organization gave a hand-painted scroll which was different each year and appropriate for the winning author. New Hampshire presented its winning author with a handcrafted crystal etched with the Great Stone Face design (Children's Librarians of New Hampshire, 1991).

To honor their state book award program, several states had set up a museum or exhibit of the state book award books. Vermont had a depository of all past master list books which was maintained at Castleton State College for the use of students, professional libraries and educators in their teaching and research (Department of Libraries, 1991). In Ohio, the winning books became part of the Buckeye Children's Book Award Hall of Fame which was housed in the Public Library of Columbus and Franklin County (Ohio Libraries, 1989). The sponsoring organization of the Mark Twain Award presented copies of the winning books to the Governor's Mansion in Jefferson City. In addition, a Children's and Young Adult Literature Research Collection was initiated at Central Missouri State University. This was the official depository and archives of all Mark Twain materials. The collection included original author manuscripts, award committee proceedings, banquet memorabilia, promotional materials, original nominee

filmstrips, and autographed first edition copies of the winning titles (Mark Twain Award Committee, 1991). The Arkansas State Library had a permanent exhibit of the past winners of the Charlie May Simon Children's Book Award (Library Media Center Committee Elementary Council, 1987).

Winning Titles

A wide variety of books have been chosen by the children of each state to receive their state book award. However, several titles have appeared on numerous state book award lists as winners. For example, Superfudge by Judy Blume had won 18 state book awards. How to Eat Fried Worms by Thomas Rockwell and Nothing's Fair in Fifth Grade were big winners in the state book award programs with each book having won in ten states. Some of the other multi-state winners included Tales of a Fourth Grade Nothing (Blume), The War With Grandpa (Smith), Bunnicula (Howe), Hatchet (Paulsen), and There's a Boy in the Girl's Bathroom (Sachar).

Summary

With the large number of states sponsoring a book award program, and with more states following suit, there was an indication that adults were trying to get children to participate in the selection of their literature and seemingly have succeeded. These programs offered the

children a chance to get involved in choosing literature that they liked.

The increasingly larger numbers of students participating in the state book award programs indicated that the objectives of the programs were being met. Students were reading for pleasure hopefully more often as a result of the state book award programs. However, there were still students who weren't given the opportunity to participate in a state book award program. This study hoped to find out the reasons some schools participated and others didn't. The literature had not addressed this problem. In addition, the literature had not compared state book award programs.

CHAPTER 3

METHODOLOGY AND PROCEDURES

The objective of this descriptive study was to determine the characteristics of schools that participated in state book awards programs, the reasons for participation, the impact on the media collection of state book award programs, and whether students were reading the state book award winners. To determine the answers to the research questions, a questionnaire was developed.

Population

The population for this study included five of the states which had state book award programs during the 1991-1992 school year. (This was determined from responses received from individual states when information about their program was requested. See Appendix B.) The five states chosen - Georgia, Ohio, Texas, Vermont, and California - represented different regional areas of the United States.

Using the 1991 Georgia Public School Directory, Patterson's Elementary Education (1990) and Patterson's American Education (1991), schools were randomly selected from the target states. It should be noted that only schools that included the required grades for participation in the

state book award program were used. It should also be noted that these schools, while including the required grade levels for participation, reflected various grade level combinations. No attempt was made to control in any way the geographical location of these schools, and the possibility exists that there may or may not have been more urban than suburban or rural schools or vice versa.

Instrumentation

A survey questionnaire was designed to determine what effect state book award programs had on the media collection and on student reading preferences. The first part of the instrument consisted of questions about participation, funds for collection development, and student reading preferences. Items 1-4 were related to participation in the state book award program. Items 5-7 were concerned with funding of books for participation in the state book award program. Items 8-16 were related to collection development. Items 17-20 dealt with student reading preferences. Finally, items 21-23 provided demographic information.

Classmates at Georgia State University helped in the design of the questionnaire by critiquing and offering valuable feedback. Six media specialists from Gwinnett County, Georgia piloted the survey. Suggestions were accepted and revisions were made to make the instrument more understandable and relevant to the research questions.

Data Collection

A survey packet was mailed to the media specialists at each of the selected schools on January 6, 1992. The packet consisted of a cover letter to the media specialist (Appendix C); the survey instrument (Appendix D); and a self-addressed, stamped envelope for returning the questionnaire. Respondents were asked to return the survey by January 22, 1992. This allowed time for follow-up if needed.

The questionnaire gave specific instructions for completion to the respondents. Schools were asked not to identify themselves by name so that confidentiality could be maintained. However, questionnaires were coded by a letter (representing one of the target states) and a number for each of the schools surveyed so that results could be tabulated. A follow-up reminder was sent on January 22 requesting the return of the questionnaires that had not been received. A second follow-up including a second survey was sent on January 29 with an extended return date of February 5.

Analysis of the Data

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) computer programs at Georgia State University. Using descriptive statistics, data relating to the research questions were tabulated by frequency of response and percent of total response.

CHAPTER 4

RESULTS

The purpose of this research study was to compare state book award programs. The focus of the study was to look at the impact of state book award programs on the media collection and ultimately on what students read. Specifically, the following questions were addressed:

1. What were the characteristics of schools that participated in state book award programs?

2. What factors determined whether or not a school participated in a state book award program?

3. Did the state book award programs have an effect on collection development?

4. Did the state book award winners, which were children's choice awards, reflect what students were reading?

Survey questionnaires were sent to 40 randomly selected schools in five different states - Georgia, Ohio, Texas, California, and Vermont - for a total of 200 surveys. These states were chosen for two reasons: they were known to have an active (1991-1992) state book award program and they represented one of the regions of the United States (New England, South, Southwest, West, and Midwest). One hundred and forty-three (71.5%) surveys were returned and of those

one hundred and twenty-four (62.0%) were usable. Nine surveys were returned after the tabulation deadline. Three of the surveys were returned undeliverable. Two of the schools had changed student populations that were unacceptable for this project. One respondent didn't have time to fill out the survey. In addition, one respondent misunderstood several of the questions. Finally, three of the surveys were only partially answered. With some of the usable surveys, the respondents missed answering a few of the questions or chose not to answer some of the questions, hence the "missing cases" in the tables. The data collected were organized to reflect their relevance to the research questions.

Demographic Data

Table 1 shows the response rate from each state. The return rate was relatively even with the exception of California.

Research Question 1

What were the characteristics of schools that participated in state book award programs? Survey Questions 1, 4, 21, 22, and 23 provided pertinent information.

Table 1

Survey Response by State

State	Frequency (n = 124)	Percent
California	12	9.7
Georgia	34	27.4
Ohio	27	21.8
Texas	27	21.8
Vermont	24	19.4

Table 2 shows that 53.2% of the respondents did participate in their state book award program. Survey participants from Georgia, Texas, and Vermont were more likely to participate in the state book award program either all the time or some of the time than were their counterparts in California and Ohio.

As shown in Table 3, the majority of schools (40.3%) have participated (voted) in their state book award program for more than 5 years.

Table 4 compares the respondents for each state when the school had voted in their state book award program for more than 5 years. Media specialists in Vermont led the way with 54.2% voting 5+ years while Georgia was a close second with 50% voting 5+ years.

Table 2

Participation in State Book Award Program

Response	Frequency (n = 124)	Percent
Yes	66	53.2
California	4	
Georgia	22	
Ohio	9	
Texas	17	
Vermont	14	
No	33	26.6
California	7	
Georgia	4	
Ohio	10	
Texas	6	
Vermont	6	
Sometimes	25	20.2
California	1	
Georgia	8	
Ohio	8	
Texas	4	
Vermont	4	

Table 3

Years Voted in State Book Award Program

No. of Years	Frequency (n = 124)	Percent
0 - 1	28	22.6
2 - 3	20	16.1
4 - 5	19	15.3
5+	50	40.3
Missing cases	7	5.6

Table 4

Comparison of States With Respondents Voting 5+ Years

State	Frequency	Percent
California	3/12	25.0
Georgia	17/34	50.0
Ohio	6/27	22.2
Texas	11/27	40.7
Vermont	13/24	54.2

Survey Question 5 asked schools what their book budget was for the year. Nearly a quarter (22.6%) of the schools

Survey Question 5 asked schools what their book budget was for the year. Nearly a quarter (22.6%) of the schools had a book budget over $5000 and about another quarter (12.9% and 11.3%) had a book budget between $3000 and $5000.

Table 5

Book Budget for the 1991-92 School Year

Budget	Frequency (n = 124)	Percent
Under $1000	17	13.7
$1001-$2000	25	20.2
$2001-$3000	22	18.0
$3001-$4000	16	12.9
$4001-$5000	14	11.3
$5001+	28	22.6
Missing cases	2	1.6

A look at Table 6 shows that 91.1% (49.2% and 41.9%) of the schools surveyed had an enrollment of under 1000 students . Only 6.4% (5.6% and .8%) had a student population over 1000.

Table 6

Number of Students Media Center Serves

Number of Students	Frequency (n = 124)	Percent
Under 500	61	49.2
501-1000	52	41.9
1001-1500	7	5.6
1501+	1	.8
Missing cases	3	2.4

Survey Question 23 examined the media staff of the school as it might have some bearing on the school's participation in a state book award program. Over two thirds (24.2% and 13.7% and 30.6%) had at least one full-time media specialist (see Table 7). Georgia schools had the most full-time media specialists and full-time clerks (52.9%). In California, one school did not have a media staff or a media center. In a second California school, a teacher ran the center because of the small population (30) of the school.

Table 7

Media Center Staff

Staff	Frequency (n = 124)	Percent
Full-time media specialist(s)/ Full-time clerk(s)	30	24.2
California	1	
Georgia	18	
Ohio	1	
Texas	5	
Vermont	5	
Full-time media specialist(s)/ Part-time clerk(s)	17	13.7
California	0	
Georgia	8	
Ohio	0	
Texas	5	
Vermont	4	
Full-time media specialist(s)	38	30.6
California	4	
Georgia	7	
Ohio	13	
Texas	10	
Vermont	4	
Part-time media specialist(s)	9	7.3
California	1	
Georgia	0	
Ohio	3	
Texas	0	
Vermont	5	
Part-time media specialist(s)/ Full-time clerk(s)	2	1.6
California	1	
Georgia	0	
Ohio	0	
Texas	1	
Vermont	0	
Part-time media specialist(s)/ Part-time clerk(s)	1	.8
California	0	
Georgia	1	
Ohio	0	
Texas	0	
Vermont	0	
Full-time clerk/aide(s)	11	8.9
California	2	
Georgia	0	
Ohio	5	
Texas	3	
Vermont	1	

(table continues)

Part-time clerk/aide(s)		11	8.9
California	1		
Georgia	0		
Ohio	4		
Texas	2		
Vermont	4		
*Other		3	2.4
Missing cases		2	1.6

*Frequencies of responses in "Other" category: None (1), Teacher (1), and Library Aide (not known whether full-time or part-time) (1)

Research Question 2

This question sought to find what factors determined whether or not a school participated in its state book award program. This study particularly looked at funding as a major factor in a school's partipation. Survey questions 2, 3, 6, and 7 addressed Research Question 2. Table 8 shows the different factors which could affect a school's participation in a state book award program. Only 16.9% indicated that funding was a factor in their school's decision to participate in the state book award program. Twenty-one percent indicated they had other curriculum priorities. In addition, only 12.1% based their participation on the books chosen as nominees. Respondents in 43.5% of the schools participated every year.

Looking at two of the factors, "funding" and "automatically do so each year", Table 9 shows a comparison of the states. One third of the respondents in California stated that funding was a factor in their participation while almost one quarter of the media specialists in Texas indicated that funding was a factor. In both Vermont and

Georgia at least half (55.9% and 50.0%) of the schools participated automatically every year.

Table 8

Participation Factors

Factor	Frequency (n = 124)	Percent
Funding	21	16.9
Other curriculum priorities	26	21.0
Automatically do so each year	54	43.5
Books chosen	18	14.5
Media committee	10	8.1
*Other	15	12.1

*Responses for "Other" in Survey Question 2 can be found in Appendix E.

Sometimes schools chose to purchase the state book award winners or nominees but not to vote. As shown in Table 10, 19.4% of the schools acquired the winners but did not vote with another 31.5% voting some of the time.

Respondents were asked to determine what kind of funds they used to purchase books from the master list of nominees. Multiple answers were allowed. Table 11 shows the

Table 9

Selected Participation Factors by State

Factor	Frequency (n = 124)	Percent
Funding	21	16.9
California	4	33.3
Georgia	3	8.8
Ohio	3	11.1
Texas	6	22.2
Vermont	5	20.8
Automatically do so each year	54	43.5
California	2	16.7
Georgia	19	55.9
Ohio	7	25.9
Texas	12	44.4
Vermont	12	50.0

results of the responses. Most schools used local school funds (63.7%) or Book Fair funds (33.1%) to purchase nominees.

Survey question 7 asked "How much do you generally spend to purchase the state book award nominees/winners?" Table 12 shows that the majority spent under $300.00 to buy the nominees/winners.

Table 10

Acquisition of the State Book Awards But Not Voting

Response	Frequency (n = 124)	Percent
Yes	24	19.4
No	49	39.5
Sometimes	39	31.5
Missing cases	12	9.7

Table 11

Funds Used to Purchase Books From Master List of Nominees

Fund	Frequency (n = 124)	Percent
Local school	79	63.7
Book Fair	41	33.1
Federal	14	11.2
PTA	20	16.1
State	35	28.2
*Other	8	6.4

*Frequencies of responses in "Other" category: county (2), purchased by county (1), fund raisers (2), district funds (2), and grant money (1).

Table 12

Amount Spent to Purchase Winners/Nominees

Amount	Frequency (n = 124)	Percent
Under $100	20	16.1
$101-$200	24	19.4
$201-$300	28	22.6
$301-$400	17	13.7
$401-$500	14	11.3
$501+	5	4.0
N/A	12	9.7
Missing cases	4	3.2

Research Question 3

Did the state book award programs have an effect on collection development? Survey Questions 8, 9, 10, 11, 12, 13, 14, 15, and 16 related to Research Question 3.

Table 13 takes a look at how the state book award nominees/winners were selected for the media center. Multiple answers were possible. Almost half (49.2%) of the respondents purchased nominees/winners after reading reviews. Another 37.1% purchased all of the titles.

Table 13

Selection of State Book Award Nominees/Winners

Response	Frequency (n = 124)	Percent
Reviews	61	49.2
Buy all titles	46	37.1
Read all titles	19	15.3
Committee selects	10	8.1
Purchased by district	12	9.7
*Other	27	21.8

*Responses for "Other" in Survey Question 8 can be found in Appendix E.

Survey Questions 9, 10, and 11 looked at the purchase of award winning books - both state book awards which are children's choices and adult chosen award winners. The participants were asked to respond on the frequency of purchase of the award winning books. Table 14 shows the results.

Survey Question 12 asked if given a choice, with limited funds, which type of award winner would be purchased. As shown in Table 15, the first choice of most media specialists would be the Newbery Award winner (37.9%) with the second choice being the Caldecott Award winner

Table 14

Frequency of Purchase of Award Winning Books

Award Winner	Always		Sometimes		Seldom		Never	
	n	%	n	%	n	%	n	%
Newbery	80	64.5	37	29.8	5	4.0	0	0.0
Caldecott	64	51.6	45	36.3	7	5.6	5	4.0
State Book Award	73	58.9	44	35.5	5	4.0	0	0.0

Table 15

Limited Funds Purchase

Award Winner	1st choice		2nd choice		3rd choice	
	n	%	n	%	n	%
Newbery	47	37.9	30	24.2	33	26.6
Caldecott	40	32.3	39	31.5	33	26.6
State Book Award	38	30.6	41	33.1	37	29.8

(32.3%) and the third choice the state book award winner (30.6%).

Once the nominees/winners were purchased for the media center, how were students made aware of these books? Table 16 shows the variety of responses. Multiple responses were

possible. The majority (66.9%) were read to the students by classroom teachers or media staff. Another way that was used to promote the state book award nominees/winners was for the media staff to book talk the selections (58,9%).

To discern which award winning books - children's choices or adult choices - were in the media collection already, media specialists were asked to tell how many of

Table 16

Promotion of the State Book Award Nominees/Winners

Promotion	Frequency (n = 124)	Percent
Author studies	35	28.2
Book talks	73	58.9
Classroom reading	83	66.9
Bookmarks	34	27.4
Storytelling	37	29.8
Media projects	22	17.7
Posters	51	41.1
Contests	22	17.7
*Other	29	23.4

*Responses for "Other" in Survey Question 13 can be found in Appendix E.

the last 10 Newbery Award winners and last 10 Caldecott Award winners they had as well as how many of their state book award winners were already in the media collection. It should be noted that the number of state book award winners varied as to the number of years the program had been in place as well as the number of age categories each state had. For example, California had four age categories with a total of 47 winners (Appendix D). Ohio had three age categories with a total of 18 winning titles (Appendix D). Both Texas and Vermont had one category but Texas has had 11 winning titles (Appendix D) while Vermont which was started in 1957 had 34 winners (Appendix D). Georgia had two categories with a total of 38 winning titles (Appendix D). Table 17 shows that at least one-third (33.9%) of the schools had all of the last ten Newbery winners and about one quarter (25.8%) had all ten Caldecott winners. The state book award winners varied greatly with schools having anywhere between one winner and 38 winners depending on their state book award program.

Research Question 4

Did the state book award winners which were children's choice awards reflect what students were reading? Survey Questions 17, 18, 19, and 20 provided pertinent information.

Table 17

Award Winners in the Media Collection

Number	Newbery		Caldecott		State Award	
	n	%	n	%	n	%
0	2	1.6	12	9.7	0	0.0
1	3	2.4	5	4.0	2	1.6
2	2	1.6	5	4.0	1	.8
3	5	4.0	6	4.8	1	.8
4	4	3.2	8	6.5	2	1.6
5	5	4.0	6	4.8	1	.8
6	12	9.7	10	8.1	1	.8
7	14	11.3	9	7.3	3	2.4
8	11	8.9	14	11.3	1	.8
9	24	19.4	17	13.7	3	2.4
10	42	33.9	32	25.8	9	7.3
11					20	16.1
12					1	.8
13					4	3.2
14					3	2.4
15					8	6.5
16					4	3.2
17					4	3.2
18					3	2.4
19					5	4.0
20					3	2.4
21					3	2.4
23					4	3.2
24					8	6.5
25					2	1.6
26					2	1.6
27					2	1.6
28					2	1.6
29					1	.8
30					1	.8
31					1	.8
32					3	2.4
33					1	.8
34					2	1.6
35					3	2.4
38					1	.8
Missing cases					9	7.3

Table 18

Frequency of Checkout of Award Winners

Award	Frequently		Sometimes		Seldom		Never	
	n	%	n	%	n	%	n	%
Newbery	59	47.6	52	41.9	10	8.1	0	0.0
Caldecott	67	54.0	34	27.4	11	8.9	2	1.6
State Award	86	69.4	28	22.6	5	4.0	0	0.0

Table 19

Most Frequently Checked Out Award Winner

Award Winner	1st choice		2nd choice		3rd choice	
	n	%	n	%	n	%
Newbery	27	21.8	37	29.8	34	27.4
Caldecott	36	29.0	30	24.2	33	26.6
State Award	56	45.2	34	27.4	22	17.7

When media specialists were asked about the frequency of checkout of three of the main award winners, 69.4% said that the state book award winners were frequently checked out as compared to 47.6% for the Newbery Award winners and 54% for the Caldecott Award winners. (See Table 18)

Survey Question 20 asked for the media specialist's opinion on the most frequently checked out book. Table 19 shows that the majority (45.2%) thought that state book award winners were the most frequently checked out award winner in their media center. The second most frequently checked out award winners were the Caldecotts (29.0%).

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The intent of this study was to examine state book award programs. The study focused on common characteristics of schools that participated in state book award programs. Additionally, this study sought to identify factors that determined whether or not a school participated in a state book award program. The study also determined whether the state book award programs had an effect on media collection development and what the students were reading.

Findings

The majority of schools that participated in state book award programs had done so for over four years. The typical school that participated in the state book award program had a student population under 1000, a book budget of over $3,000, and a media center staff which consisted of either a full-time media specialist or a full-time media specialist with a full-time clerk. Schools in Georgia, Vermont, and Texas were more likely to participate than those in Ohio and California.

Funding did not play a major role in participation. Instead, a large percentage of schools chose to participate automatically each year regardless of funding. The main

source of funding came from the local school, book fair, or state funds. Most schools spent at least $200.00 on the purchase of state book award nominees/winners. The only other participation factor of significance was if a school had other curriculum priorities.

State book award programs did effect media collection development. Media staffs in the five target states revealed that media collections had many of the state book award winners. A large number of media staffs bought all nominees/winners or purchased all titles appropriate for their grade levels. Even though some schools chose not to vote in their state book award program, they still purchased the nominees/winners for the collection.

This study revealed that children were reading the state book award winners. According to media staffs, the most frequently checked out award winner was the children's choice state book award winner. Students have been participating in choosing their favorite literature and have been reading the winners.

Discussion

The factors that determined a school's participation were interesting. Almost half of the responding schools chose to participate in the state book award program every year. According to respondents, funding, which was thought to play a major role in the determination of a school's participation, proved not to be. However, the larger the

book budget, the more likely the school was to participate in the state book award program. A more important factor seemed to be the size of the media staff. A school was more likely to participate if it had an adequate media staff. The books chosen for nominees in the state book award program determined whether some schools participated. Some years, schools deemed the selections as inappropriate for their population and chose not to participate. In a small percentage of schools surveyed, the media committee determined whether the school participated.

One way or another state book award winners have found their way into the media collection and into the hands of children. Whether a school chose to participate or not in the state book award program didn't prevent the selection of the nominees/winners for the school's media collection.

Numerous titles that have won multiple state book awards appear to be some of the most popular books with the children. This once again suggests that children's choice award books have their own merit for being included in a media collection. Take for instance two state book award winners - Judy Blume's Superfudge or Louis Sachar's There's a Boy in the Girl's Bathroom. One can ask any media staff in any elementary school or middle school in any state and the answer would probably be the same. These titles are among the most requested by students. Children read books that appeal to them. If they were involved in the selection of that book as an award winner, the book seems even more

appealing. Overall, state book award programs seem to be a catalyst in bringing children and literature together.

With so many states encouraging students to read through a state book award program, it was puzzling to find that there had been no research conducted on these programs. Jordan (1979) wrote of this dilemma in the 1970's. The 1990's has brought about no change in this situation. Upon reviewing the literature, the majority of articles found were about the Newbery award or the Caldecott award, with only the briefest mention of states' winning books or voting totals. More research needs to be conducted on the state book award programs. A look at the positive and negative effects of the programs could be included in further study.

Due to the large number of states with book award programs, another study might be conducted in other states or in all states with book award programs. For this study the population was delimited to only five states and therefore the results cannot be generalized to other states.

Students also might be surveyed as to their opinions of the state book award progams. Students might have a different outlook on participating in their state book award program. Also, student feedback for improvements in the program would be of interest.

Applications

Sponsoring organizations for the state book award programs might take into consideration input from

participants. For example, Texas will be adding a middle school category to it's program due to input from its participants. Georgia might consider changing age categories since this suggestion was mentioned numerous times in the comment section of the survey.

Another comment that turned up on numerous questionnaires was that respondents didn't know how to become involved in their state book award program or they didn't know that such a program existed in their state. Perhaps better publicity about the state book award program would increase student participation.

Overall, state book award programs seem to have provided a positive influence on children's reading and on the media collection. Hopefully, states will continue to see the benefit of these programs and will continue to encourage reading through the state book award programs.

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APPENDIXES

Appendix A

Addresses for Sponsors of State Book Award Programs 1991-1992

Although more states have state book award programs, responses were received from the following:

ARKANSAS
Charlie May Simon Children's Book Award
Arkansas Department of Education
4 State Capitol Mall
Little Rock, AR 72201-1071

CALIFORNIA
California Young Reader Medal
California Reading Association
3400 Irvine Ave.
Suite 118
Newport Beach, CA 92660

GEORGIA
Georgia Children's Book Award
College of Education
University of Georgia
235 Aderhold Hall
Athens, GA 30602

ILLINOIS
Rebecca Caudill Young Readers' Book Award
c/o Illinois School Library Media Association
609 West Douglas
Fairfield, IL 62837

INDIANA
Young Hoosier Book Award
Association for Media Educators
Dr. Larry Reck, Exec. Sec.
Indiana State University
School of Education 1316
Terre Haute, IN 47809

KENTUCKY
Kentucky Bluegrass Award
Jennifer Smith
Northern Kentucky University
Learning Resource Center--268 BEP
Highland Heights, KY 41076

MISSOURI
Mark Twain Award
Mark Twain Award Committee
Rt. 6 Box 537
Rolla, MO 65401

NEBRASKA
Golden Sower Award
The University of Nebraska - Lincoln
Center for Curriculum and Instruction
118 Henzlik Hall
Lincoln, NB 68588-0355

NEW HAMPSHIRE
Great Stone Face Award
CHILIS
New Hampshire Library Association
20 Park St.
Concord, NH 03301

*NORTH CAROLINA
North Carolina Children's Book Award
NCASL
1215 Westover Terrace
Greensboro, NC 27408
(*Begins Fall 1992)

OHIO
Buckeye Children's Book Award
The State Library of Ohio
65 South Front Street
Columbus, OH 43266-0334

PACIFIC NORTHWEST
Young Reader's Choice Award
Graduate School of Library & Information Science, FM-30
University of Washington
Seattle, WA 98195

SOUTH CAROLINA
South Carolina Children's Book Award/Young Adult Award
SCASL
Box 2442
Columbia, SC 29202

SOUTH DAKOTA
South Dakota Prairie Pasque Award
South Dakota Library Association
P.O. Box 673
Pierre, SD 57501

TEXAS
Texas Bluebonnet Award
Texas Library Association
3355 Bee Cave Road
Suite 603
Austin, TX 78746

VERMONT
Dorothy Canfield Fisher Children's Book Award
Vermont Congress of Parents and Teachers
138 Main St.
Montpelier, VT 05602

VIRGINIA
Virginia Young Readers Program
c/o Ms. Deborah S. Gallagher
3617 Moore Road
Portsmouth, VA 23703

WASHINGTON
Washington Children's Choice Picture Book Award
Washington Library Media Association
P.O. Box 1413
Bothell, WA 98011

Appendix B

Letter to Sponsor Requesting Information

October 10, 1991

Nene Award
Hawaii Library Association
Children's Section
Box 23019
Honolulu, HI 96822

Dear Chairperson,

I am a student in Georgia State University's Library Media Technology program. I am writing my sixth year paper on the comparison of state book award programs, particularly focusing on funding and participating schools. I would like to request your help in sending me the following information.

1) History of the award
2) Purpose of the award
3) Development of the list of nominees
4) Criteria for nominees
5) Who votes for the award
6) Number of participants each year
7) List of past winners
8) Award received by winning author
* 9) Demographic information of the final tabulations

* Schools will be selected randomly and sent a survey about participation, funding, and collection development

I appreciate the time you take to gather this information. If you have any other facts or figures that you feel might be helpful to my research, please feel free to send it. Return all information in the stamped, self-addressed envelope.

Sincerely,

Barb Greer
Media Specialist

Appendix C

Cover Letter to Media Specialist

January 6, 1992

Dear Colleague,

As part of the requirements for the Specialist degree at Georgia State University, I am conducting a study among schools in several states in an attempt to gather information about state book award programs.

The purpose of the enclosed questionnaire is to evaluate state book award programs with emphasis on who participates and for what reason(s), how the state book award program impacts the media collection, and whether students are reading the state book award winners. Your input will be a valuable contribution to my study and could provide direction for the future of state book award programs. A summary of the results will be available in the spring.

Enclosed you will find a questionnaire. There are two pages front and back plus an addendum. Please complete and return the questionnaire in the self-addressed, stamped envelope provided by January 22, 1992. Your responses will remain confidential. The code number on the questionnaire is for tabulating results.

Thank you for your valuable contribution to my study.

Sincerely,

Barbara A. Greer
Media Specialist
Brookwood Elementary

Appendix D

Survey Questionnaire

State Book Award Programs: Putting Children's Choices in the Media Center

Please answer the following questions about your state book award program.

1. Do you participate (vote) in the state book award program?

__ yes __ no __ sometimes

2. What factors determine whether or not you participate? (Circle all that apply.)

Funding

Books chosen for nominees

Other curriculum priorities

Media committee decision

Automatically do so every year

Other_____

3. Do you purchase the state book award winners or nominees but not vote?

__yes __no __sometimes

4. How many years have you participated (voted) in the state book award program?

___0-1 ___ 2-3 ___ 4-5 ___ 5+

5. What was your book budget this year?

__under $1000 __$1001-$2000 __$2001-$3000

__$3001-$4000 __$4001-$5000 __$5001+

6. With what funds do you purchase the books from the master list of nominees? (Check all that apply.)

___Local school ___PTA ___NA

___Book Fair ___State

___Federal ___Other

Please explain if you answered 'other'.

7. How much do you generally spend to purchase the state book award nominees/winners?

__under $100 __$101-$200 __$201-$300 __NA

__$301-$400 __$401-$500 __$501+

8. How do you choose the books from the master list of nominees that you will purchase for your collection? (Circle all that apply.)

Reviews Committee selects

Buy all titles Purchased for school by school district

Read all titles

Other_____

9. How often do you purchase a Newbery Award winner?

__Always __Sometimes __Seldom __Never

10. How often do you purchase a Caldecott winner?

__Always __Sometimes __Seldom __Never

11. How often do you purchase your state book award winner?

__Always __Sometimes __Seldom __Never

12. If given a choice, with limited funds, which of these would you purchase? (Prioritize your answer with "1" being your first choice to buy.)

__Newbery Award winner __Caldecott Award winner

__State Book Award winner

13. In what ways do you promote the state book award program in your school. (Circle all that apply.)

Author studies	Storytelling
Book talks	Media projects
Classroom reading	Posters
Bookmarks	Contests

Other_____

14. How many of the last 10 Newbery Award books are in your collection? (Circle all that you have in your media center.)

Maniac Magee	Number the Stars
Joyful Noise	Lincoln: A Photobiography
The Whipping Boy	Sarah, Plain and Tall
The Hero and the Crown	Dear Mr. Henshaw
Dicey's Song	A Visit to William Blake's Inn

15. How many of the last 10 Caldecott Award books are in your collection? (Circle all that you have in your media center.)

Black and White	Lon Po Po
Song and Dance Man	Owl Moon
Hey, Al	Polar Express
Saint George and the Dragon	Glorious Flight
Shadow	Jumanji

16. How many of the state book award winners are in your collection? Circle all of the titles on the attached page that are in your media center.

17. In your media center, how often are the Newbery Award winners checked out?

__Frequently __Sometimes __Seldom __Never

18. In your media center, how often are the Caldecott Award winners checked out?

__Frequently __Sometimes __Seldom __Never

19. In your media center, how often are the State Book Award winners checked out?

__Frequently __Sometimes __Seldom __Never

20. In your opinion, which type of award winner is checked out most? (Please prioritize with "1" being the winner most frequently checked out.)

__Newbery Award winner __Caldecott Award winner

__State Book Award winner

21. What grades does your school serve? (Circle all that apply.)

K 1 2 3 4 5 6 7 8 9 10

11 12

22. How many students does your media center serve?

__under 500 __501-1000 __1001-1500 __1501+

23. The media staff at your school consists of: (Circle all that apply and put the number of each that work in the media center.)

__Full time media specialist __Full time clerk(s)

__Part time media specialist __Part time clerk(s)

Other _____

Please feel free to make any additional comments below.

CALIFORNIA YOUNG READER MEDAL

PRIMARY -

1978: Little Rabbit's Loose Tooth

1980: Big Bad Bruce

1982: Miss Nelson is Missing

1983: Liza Lou and the Yeller Belly Swamp

1984: Bagdad Ate It

1985: Herbie's Troubles

1986: Space Case

1987: The Napping House

1988: If You Give a Mouse a Cookie

1989: What Happened to Patrick's Dinosaur?

1990: Eyes of the Dragon

1991: Tacky the Penguin

INTERMEDIATE -

1977: Freaky Friday

1979: Danny, the Champion of the World

1981: Summer of the Monkeys

1983: Superfudge

1984: The Trouble With Tuck

1985: The Indian in the Cupboard

1986: Nothing's Fair in Fifth Grade

1987: The Dollhouse Murders

1988: Be a Perfect Person in Just Three Days

1989: Castle in the Attic

1990: War With Grandpa

1991: Harry's Mad

MIDDLE/JUNIOR HIGH -

1980: The Pinballs

1982: Hail, Hail, Camp Timberwood

1983: Tiger Eyes

1984: There's a Bat in Bunk Five

1985: Taking Teri Mueller

1986: Girl with the Silver Eyes

1987: You Shouldn't Have to Say Goodbye

1988: The Root Cellar

1989: The Stalker

1990: Other Side of Dark

1991: December Stillness

YOUNG ADULT -

1977: Watership Down

1979: The Late Great Me

1981: A Summer to Die

1983: Summer of Fear

1984: Stranger with My Face

1985: The Truth Trap

1986: The Darkangel

1987: Pursuit

1988: Interstellar Pig

1989: Face at the Edge of the World

1990: Izzy Willy Nilly

1991: Night Kites

GEORGIA CHILDREN'S PICTURE STORYBOOK AWARD

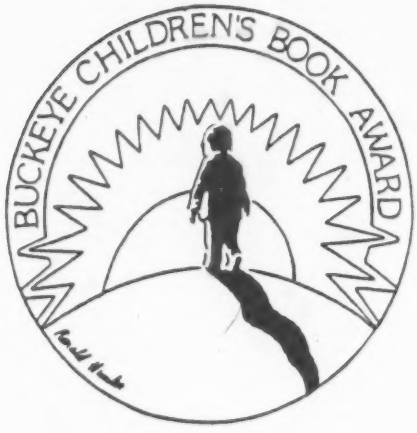
AND

GEORGIA CHILDREN'S BOOK AWARD

VIORST	ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY	1977
BALIAN	THE SWEET TOUCH	1978
PEET	BIG BAD BRUCE	1979
ALLARD	MISS NELSON IS MISSING	1980
GALDONE	THE TAILYPO	1981
KELLOGG	PINKERTON BEHAVE!	1982
CHAPMAN	HERBIE'S TROUBLES	1983
BARRETT	CLOUDY WITH A CHANCE OF MEATBALLS	1984
STEIG	DOCTOR DESOTO	1985
MAYER	THE UNICORN AND THE LAKE	1986
WEISS	MY TEACHER SLEEPS IN SCHOOL	1987
NUMEROFF	IF YOU GIVE A MOUSE A COOKIE	1988
DEMUTH	MAX THE BAD TALKING PARROT	1989
ARNOLD	NO JUMPING ON THE BED	1990
TALBOT	WE'RE BACK!	1991

BURCH	SKINNY	1969
CLEARY	RAMONA THE PEST	1970
BURCH	QUEENIE PEAVY	1971
WAGNER	J.T.	1972
WOJCIECHOWSKI	"HEY WHAT'S WRONG WITH THIS ONE?"	1973
BURCH	DOODLE AND THE GO-CART	1974
SMITH	A TASTE OF BLACKBERRIES	1975
ROBINSON	THE BEST CHRISTMAS PAGEANT EVER	1976
BLUME	TALES OF A FOURTH GRADE NOTHING	1977
RODGERS	FREAKY FRIDAY	1978
BYARS	THE PINBALLS	1979
FITZGERALD	THE GREAT BRAIN DOES IT AGAIN	1980
PATERSON	THE GREAT GILLY HOPKINS	1981
ROBERTS	DON'T HURT LAURIE	1982
BLUME	SUPERFUDGE	1983
DECLEMENTS	NOTHING'S FAIR IN FIFTH GRADE	1984
PARK	SKINNYBONES	1985
MILES	THE SECRET LIFE OF THE UNDERWEAR CHAMP	1986
MANES	BE A PERFECT PERSON IN JUST THREE DAYS	1987
WRIGHT	CHRISTINA'S GHOST	1988
SMITH	MY WAR WITH GRANDPA	1989
SACHAR	THERE'S A BOY IN THE GIRL'S BATHROOM	1990
PAULSEN	HATCHET	1991

BUCKEYE CHILDREN'S BOOK AWARD



Buckeye Children's Book Award

The Buckeye Children's Book Award, established in 1981, is designed to encourage children to read literature critically, to promote teacher and librarian involvement in children's literature programs and to commend authors of such literature. Ohio children both nominate and vote for their favorite books.

Award Winners

1982

K-3 **The Berenstain Bears and the Spooky Old Tree** by Stan and Jan Berenstain (Random, 1978)

Gr. 4-8 **Superfudge** by Judy Blume (Dutton, 1980)

1983

K-3 **Grandpa's Ghost Stories** by James Flora (Atheneum, 1978)

Gr. 4-8 **Tiger Eyes** by Judy Blume (Bradbury Press, 1981)

1984

K-3 **E.T.: Extra Terrestrial Storybook** by William Kotzwinkle (Putnam, 1982)

Gr. 4-8 **Nothing's Fair in the Fifth Grade** by Barthe DeClements (Viking Press, 1981)

1985

K-2 **The Berenstain Bears Get in a Fight** by Stan and Jan Berenstain (Random, 1983)

Gr. 3-5 **Ramona Quimby, Age 8** by Beverly Cleary (Morrow, 1981)

Gr. 6-8 **A Light in the Attic** by Shel Silverstein (Harper & Row, 1981)

1987

K-2 **In a Dark, Dark Room and Other Scary Stories** by Alvin Schwartz (Harper & Row, 1984)

Gr. 3-5 **Scary Stories To Tell in the Dark** by Alvin Schwartz (Lippincott, 1981)

Gr. 6-8 **Thirteen Ways to Sink a Sub** by Jamie Gilson (Lothrop, Lee & Shepard, 1982)

1989

K-2 **If You Give a Mouse a Cookie** by Laura Joffe Numeroff (Harper & Row, 1985)

Gr. 3-5 **More Scary Stories to Tell in the Dark** by Alvin Schwartz (Harper & Row, 1984)

Gr. 6-8 **Sixth Grade Can Really Kill You** by Barthe DeClements (Viking, 1985)

1991

K-2 **Polar Express** by Chris Van Allsburg (Houghton Mifflin, 1985)

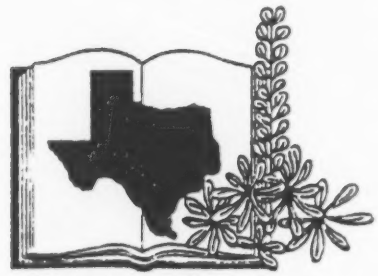
Gr. 3-5 **There's a Boy in the Girl's Bathroom** by Louis Sachar (Knopf, 1987)

Gr. 6-8 **Hatchet** by Gary Paulsen (Bradbury Press, 1987)

TEXAS BLUEBONNET AWARD

TEXAS BLUEBONNET AWARD

Statewide Reading Program
For Students in Grades 3-6



Past Winners

1981 Beverly Clearly - *Ramona and Her Father* (Morrow)
1982 Judy Blume - *Superfudge* (Dutton)
1983 Bill Wallace - *A Dog Called Kitty* (Holiday)
1984 Barthe DeClements - *Nothing's Fair in Fifth Grade* (Viking)
1985 Barbara Park - *Skinnybones* (Knopf)
1986 Betty Ren Wright - *The Dollhouse Murders* (Holiday)
1987 Johanna Hurwitz - *The Hot and Cold Summer* (Morrow)
1988 Betty Ren Wright - *Christina's Ghost* (Holiday)
1989 Mary Downing Hahn - *Wait Till Helen Comes* (Clarion)
1990 Louis Sachar - *There's a Boy in the Girl's Bathroom* (Knopf)
1991 Jonathan Etra & Stephanie Spinner - *Aliens for Breakfast* (Random House)

VERMONT'S DOROTHY CANFIELD FISHER CHILDREN'S BOOK AWARD

WINNERS OF THE DCF AWARD

1957	Pace, Mildred Mastin	OLD BONES, THE WONDER HORSE
1958	Cleary, Beverly	FIFTEEN
1959	Leighton, Margaret	COMMANCHE OF THE SEVENTH
1960	Erickson, Phoebe	DOUBLE OR NOTHING
1961	Bell, Thelma Harrington	CAPTAIN GHOST
1962	Lampman, Evelyn Sibley	CITY UNDER THE BACK STEPS
1963	Burnford, Sheila	INCREDIBLE JOURNEY
1964	Ball, Zachary	BRISTLE FACE
1965	North, Sterling	RASCAL
1966	Cleary, Beverly	RIBSY
1967	Viereck, Phillip	THE SUMMER I WAS LOST
1968	Jackson, Jacqueline	TASTE OF SPRUCE GUM
1969	Thompson, Mary Wolfe	TWO IN THE WILDERNESS
1970	Morey, Walt	KAVIK THE WOLF DOG
1971	Erwin, Betty K.	GO TO THE ROOM OF THE EYES
1972	Ellis, Melvin	FLIGHT OF THE WHITE WOLF
1973	Caufield, Don and Joan	NEVER STEAL A MAGIC CAT
1974	Woods, George A.	CATCH A KILLER
1975	Byars, Betsy	EIGHTEENTH EMERGENCY
1976	Merrill, Jean	THE TOOTHPASTE MILLIONAIRE
1977	Pevsner, Stella	A SMART KID LIKE YOU
1978	Duncan, Lois	SUMMER OF FEAR
1979	Pfeffer, Susan Beth	KID POWER
1980	Budbill, David	BONES ON BLACK SPRUCE MOUNTAIN
1981	Howe, Deborah & James	BUNNICULA
1982	Pascal, Francine	THE HAND-ME-DOWN KID
1983	Blume, Judy	TIGER EYES
1984	Mauser, Pat Rhoads	A BUNDLE OF STICKS
1985	Cleary, Beverly	DEAR MR. HENSHAW
1986	Smith, Robert Kimmel	THE WAR WITH GRANDPA
1987	Winthrop, Elizabeth	THE CASTLE IN THE ATTIC
1988	Hahn, Mary Downing	WAIT TILL HELEN COMES
1989	Paulsen, Gary	HATCHET
1990	Ehrlich, Amy	WHERE IT STOPS, NOBODY KNOWS

Appendix E

Respondents' Comments from Questionnaire

To aid in examining the respondents' comments, those which refer to specific questions are grouped in numerical order. Next, general comments are presented.

1. Am going to participate in the future. (Ohio)

1. Did during my years in elementary school. (Georgia)

1. Used to but not for some 4-5 years. (Texas)

1. Not yet. I'm new and the books were not purchased last year. I would like to participate next year. (Texas)

2. Not aware of the program. (Ohio)

2. New to school. Has not been done before. Would be interested. (Ohio)

2. Access to titles nominated is unlikely. (Ohio)

2. If the books are basically the same ones as last years, we do not participate. (Ohio)

2. Whether we have the majority of the books in our collection. (Ohio)

2. We receive a free set from the county. We also compete in a Reading Bowl based on books. (Georgia)

2. I feel that these books are the best available - so I buy all nominees and 2 copies of the winners. (Georgia)

2. Participation by homeroom and core teachers. (California)

2. Not much interest in this program by reading or English teachers. (California)

2. Abilene Independent School District always supports our state program. (Texas)

2. If my book order must be sent off before the nominees are released (we are required to bid the books and have a cut off date.) (Texas)

2. Teacher's willingness to pariticipate (doesn't seem to be a potential problem). (Texas)

2. Not enough information. (Texas)

2. Not knowing how to become involved. (Texas)

2. The levels mainly - we are a K-5 school. (Vermont)

2. Usually grade/reading levels are too high. (Vermont)

2. Only select books from list that are appropriate for grade level. (Vermont)

2. Great literature for middle school. (Vermont)

3. Do not have money to purchase any books! (Ohio)

3. We have voted the last 3 years. We had a lapse when we missed some deadlines with UGA. (Georgia)

3. Purchase and vote. (Georgia)

3. We will this year with the upper level books. (Georgia)

4. This is only the 4th year since our school was built. (Georgia)

4. First year specialist; previous M.C. did not participate. (Georgia)

4. Our school is in it's 2nd year of existence. (Georgia)

4. At previous elementary school. (Georgia)

4. But those were in the past. (Texas)

4. This is only my 3rd year as media specialist. I don't know about participation before this time. (Texas)

4. Have been in Texas 4 years. (Texas)

5. We purchase through high school library. (Ohio)

5. -0- money so far. (Ohio)

6. Head person of Chapter II usually order(s) the books for all media specialists in this county. (Georgia)

6. '90-'91 received a grant. (Can only apply once for same project so can't get grant again) (California)

6. Each year our district sets the $ amount for our book budgets. (Texas)

6. District funds which are allocated thus: $12.00 per student according to each school's enrollment. (Texas)

6. We have a magazine sale in the spring. (Texas)

6. We started by using Chapter II money then budgeted for it in our local budget. (Vermont)

6. Last year I did use Book Fair money - other years the books came out of my regular budget. (Vermont)

7. Depends on jobber discounts. (Texas)

7. This year (1992) 1 copy of each nominee would total to about $265.00. (Texas)

8. Usually I have 1 hardback copy of the book in my collection. I then buy multiple paperback copies of the books available in paperback, and one additional hardback if it's not available in paperback. (Ohio)

8. Seldom order from a master list of nominees. (Ohio)

8. Some of the teachers usually have their class vote and send their nominations in themselves. (Ohio)

8. Usually only have to purchase a few since many are already in the collection. (Ohio)

8. Of course some always seem out of stock. (Georgia)

8. Buy 2 sets hardback and 3 paperback of all that I can find for multiple copies. (Georgia)

8. Used to buy one of each, read all, then purchase 2-3 of those felt warrented (sic). (Texas)

8. I buy those that seem to be appropriate for 3rd grade students. (Texas)

8. Texas Bluebonnet is to be selected by students. (Texas)

8. Appropriate grade level. (Texas)

8. Grade level/age appropriate. (Vermont)

8. Those suitable for readers K-6. (Vermont)

8. By age level. (Vermont)

8. Read annotated list. (Vermont)

8. I buy the titles that are for grades 4-6. (Vermont)

8. (Reviews) both written and oral presentation by committee members. (Vermont)

8. All appropriate for age level. (Vermont)

8. According to grade level. (Vermont)

8. For one school I buy only ones are appropriate level (K-4). (Vermont)

11. Most of the time we already have them. (Ohio)

12. However, I may personally buy these from a paperback book club and put in library. (Ohio)

12. I would choose Newbery for Jr. High and Caldecott for elementary. (Ohio)

12. Would depend on reviews. (Vermont)

12. AWK! (Vermont)

12. I am a primary school as of this year! (Vermont)

13. We don't always get them all read. (Ohio)

13. Get literature to reading teachers and display past winners and nominees which we already own. (Ohio)

13. Need more information on this program. (Ohio)

13. Students read books individually. (Ohio)

13. Have not worked with it as a program but promote books through book talks and recommendations to students. (Ohio)

13. We don't usually have the titles to promote. (Ohio)

13. We don't. (Ohio)

13. Read books to classes in the library. (Ohio)

13. Reading Bowl. Compete with another school. (Georgia)

13. Promote through 6th grade LA teachers. They're the only classes that vote. (Georgia)

13. Have teachers read the books also. (Georgia)

13. All of the above plus videos made by students or myself or teachers about the state book award nominees. (Georgia)

13. Inservice each fall for teachers. (Georgia)

13. We make quilted wall hanging of 20 squares (1 for each book) using computer with heat transfer ribbon. This year will be our 5th. (Picture of 1st and 2nd enclosed.) (Georgia)

13. Displays, teacher meetings. (Georgia)

13. Displays, bulletin boards. (Georgia)

13. Food Fair. (Georgia)

13. Media Center reading - primary group. (Georgia)

13. School wide voting in booths with awards for participants. (California)

13. Charts to calculate progress of voting throughout school. (California)

13. Awards for most titles read. Gift copies of paperback copies of titles on list. (Texas)

13. We have a party for all students who have read 5 books or have had them read to them. (Texas)

13. We play Bluebonnet Jeopardy every year. The winning class gets to take the banner to his/her class. (Texas)

13. Videotapes. (Texas)

13. Voting/Party. (Texas)

13. Teachers promote authors and books through Reading/Writing workshop curriculum. (Texas)

13. District-wide incentives. (Texas)

13. Chart keeping track of who reads what. (Vermont)

13. The kids who read the most books get to go to the ceremony. (Vermont)

13. Literary Luncheon (Librarian and students). (Vermont)

13. I do a review of each book. (Vermont)

13. We have a large poster on which students can "grade" those they have read. (Vermont)

14. I've borrowed this (The Hero and the Crown) from the public library upon student request. (Ohio)

15. (Polar Express) Best loved by all elementary; however I don't read it to kindergarten. (Ohio)

15. We are a middle school. (Georgia)

15. We're a middle school. These are usually not appropriate. (Georgia)

15. Most are not the right level for my children. (Vermont)

15. All titles in our other elementary schools, grades K-4. (Vermont)

16. I read this (Thirteen Ways to Sink a Sub) and refused to buy it! Kids don't need to know any more tricks to play on subs who serve us so faithfully. (Ohio)

16. These are in different buildings depending on the grade level. (Ohio)

16. I don't mark them special. I don't know. (Ohio)

16. All unless one recently lost. These are all popular titles. (Georgia)

16. Because of the K-3 grade level of these titles we only have a few of these books. (Georgia)

16. We're a new school and a couple of the titles are unavailable. (Georgia)

16. We have no media center - and I haven't the foggiest notion! As principal/teacher I wear all the hats. (California)

17. Older books prior to 1950, not very often. (Ohio)

18. Older books prior to 1950, not very often. (Ohio)

19. No way of telling. (Ohio)

20. Buckeye children's book award books are selected by popularity, so, of course, they are the most popular. (Ohio)

20. The picture book category more than the other. (Georgia)

20. Caldecott would be read more if I gave prizes like I do for the California Young Reader Medal books. (California)

20. State award books are seasonal (Sept. - Jan.) when we stress it. (Texas)

20. Not because of the award but popularity. Newberys are not always very readable. (Texas)

20. Age group has something to do with this. (Texas)

20. (State Book Award winner) because of the emphasis and it is students' choice award. (Vermont)

20. Too close to call. (Vermont)

21. We have two schools on same campus K-12. (Texas)

21. But up to this year, it was K-6 so my opinions are based on the last several years. (Vermont)

22. Two libraries (K-6, 7-12) serve 300 students. (Ohio)

23. I teach one class of H.S. Reading 3 days per week. (Ohio)

23. 1 full-time library aide. A media specialist visits the school once a month. (Ohio)

23. Library Aide. (Ohio)

23. Media Specialist/Supervisor once/wk. (Ohio)

23. (1 Full-time media specialist) 1/2 day - 2 schools. (Ohio)

23. 1 part-time media aide. (Ohio)

23. Full-time library aide. (Ohio)

23. 1/4 time clerk. (Georgia)

23. 1/2 clerk with limited abilities. (Georgia)

23. None. (California)

23. Library/Media Ass. II (job classification). (California)

23. Teacher. (California)

23. Full-time library clerk (paraprofessional). (Texas)

23. Media specialist runs both middle school and high school centers with full-time clerk in each. (Texas)

23. Only one librarian. (Texas)

23. 2 libraries. (Vermont)

23. Actually we are called library assistants but we do our own teaching and supervising of the library. (Vermont)

23. 1 full-time media specialist minus 2 mornings weekly. (Vermont)

23. Library Aid(e) - 6 hours a day. (Vermont)

23. Also a one day a week volunteer who is a librarian. (Vermont)

Media Specialist - K - 12 - responsible for all ordering. (Ohio)

Good luck with your program! (Ohio)

The Buckeye Children's Book Award books are nominated by students and are often materials that are the most popular but not the best literary quality. Sometimes they are both, though. Newbery and Caldecott materials, being selected by librarians meet a different standard, but are not always widely read. We seem to be comparing two very different things! (Ohio)

I am the media specialist for 2 schools in our district. One elementary K-4 and a middle school 5 and 6th grades. The book titles circled on the Buckeye Children's Book Award page are in Middle School and titles not circled in the elementary school. And some titles are in both schools. (Ohio)

Would like information on being involved in the voting procedure! (Ohio)

Our budget limitations make our wish we had list quite extensive and we are very behind in getting the materials we would like to have. (Ohio)

Good luck! I hope this helps! The only problem with State award books is that the same title may be on the list more than one year! (Ohio)

Five elementary libraries are staffed by library aides. Our media specialist, who is in charge of all five libraries, spends money accordingly. (Ohio)

FYI: Our 6th grade LA teachers have asked that we buy at least one copy of the Georgia Picture Nominees as well as the ones for our level. They plan to use them in whole language and intros to units - much like Kate Kirby uses the picture/easy books. This year I bought what we could locally using Book Fair profits. The books will be kept separate for our 6th grade LA teachers until next fall when we'll enter them into the EASY collection (used primarily by special ed classes). (Georgia)

We do not participate in this, but will try to answer some. Also, my first year as media specialist in this school. (Georgia)

I believe that the GA Book Award program is a real motivator for reading. My teachers are enthusiastic and most read all 20 to the students. After we have voted, the books are circulated to the students. All titles are popular. My school has participated every year in the K-4 program. (Georgia)

Our students have a good time with these books. They are on a special shelf and circulate for one week. A committee from each reading class is appointed to help design the quilt squares on the computer. We put up the quilt frame and anyone can help quilt. (Georgia)

In Georgia as you know the GA Book Award Program is divided K-3, 4-7. In the 4-7 range that we use there is such a difference between a 4th grade book and a 7th grade book. I have always wanted a more "middle school" and an "elementary" division made in the upper level books. Some of the books chose in past years that are good for 7th have been much too mature for 4th graders. This has caused some problems for some of my friends in K-5 schools. Good luck! This project is a good idea! (Georgia)

Good luck to you . Please become active in a professional teacher organization and advocate for the professionalism of librarians and media specialist. The Georgia Federation of Teachers offers such a voice which considers media specialists teachers, too! (Georgia)

We separated into a 3-5 school 2 years ago (Fall 90). Most of the story books/picture books stayed with the K-2 school so we are very low on #'s of picture books. This accounts for the high circulation of the ones we have. Good luck to you! (Georgia)

I would be interested in results! Good luck! I just finished my 6th year from WGC in Dec.! (Georgia)

My teachers don't have the time to read the books. If they do find the time, they haven't been satisfied with this year's selections ('91-'92). (Georgia)

We did use the state list, the Caldecott list, and the Newbery list to make selections for our collection. This was for our basic collection. Some of the books were no longer available when we ordered in summer of 1990. (Georgia)

I find that some of the nominees in the picture book category appeal more to adults than to children (usually a "nostalgia trip"). The picture books nominated for the artwork usually do not have the wide appeal, but nontheless deserve a place in the collection. I have a big problem with many of the books nominated in the 4-8 category. What is good reading for 7-8 grades can be totally inappropriate for 4-5, yet we are asked to hype the books, have reading contests, etc. An example which comes to mind is Goats by Brock Cole nominated in 1989-90, also Seventeen Against the Dealer, 1991-92. I would lobby for 3 categories rather than 2 - K-2, 3-5, 6-8. Several of the books nominated recently have been beyond all but my most determined readers. Robin McKinley's Outlaws of Sherwood, though a well written book is 282 pages of YA fiction, not elementary. (Georgia)

I'm glad someone is looking at the GBA program and look forward to seeing your results. (Georgia)

Award winning books make a wonderful addition to our collection. I try to read all of the titles myself so that I can recommend them to the students. By reading them ahead of time I can make good matches between books and students. (Georgia)

California has a reading list that is sent to all school districts. I think that's as close to an award program that we get. We are a 2 room rural school (K-8). I have marked the books that the children read and that I read to the entire group daily during Literature. (California)

I would be interested in having a copy of the results. The California Young Reader Medal program has been very popular with students. They are excited about voting especially since adults aren't allowed to vote. It has been a good way to help students develop standards of taste and evaluation. By experiencing quality literature and discussing it, students learn to evaluate, select and reject material. Pleasure reading increased significantly with the CYMR program. I highly recommend it. (California)

It is a goal of ours to have a library/media center in 2 years. (California)

I make the CYRM program a big event in our library. We talk about the books all year. The kids like them the most. (California)

This was a good survey. I don't do much with Tex Bluebonnet Award much anymore. I did support it quite heavily the first few years. But became disenchanted. Originally was described as "by or about Texas or Texans" but the list didn't reflect that. Then they dropped "current year". It appeared by the list proposed that a couple of know-it-alls compiled their favorite P.C. books that hadn't won enough awards and made a list to foist on students. Then I saw several teacher/librarians really get behind and promote one or two titles skewing the vote results (600 to 12 to 6 to 10 etc). My kids never understood why their selection never won. So I quit getting involved and just buy the ones we want. (Texas)

I would prefer the nominees be released earlier so I could get them in my book order. Book orders are required to be finalized in Nov. before titles are released in Jan. or Feb. (Texas)

I am very much in favor of state book awards because these are the books selected by students rather that adults. Children tend to enjoy books selected by other children. I don't always buy every book on the nominee list. That's why I read them before I purchase them. In the past I have found a few books that I felt contained material that was not suitable for elementary students. (Texas)

Brownsville schools (elementary) have been staffed by clerks until this past year. They would purchase the Newbery and

Caldecott books but wouldn't (typically) do the Texas Bluebonnet. Also, reading skills are poor in this area as English is a second language to 90-95% of the students. Easy books are preferred by the students. (Texas)

Our school has only 3 third grade classes, 66 students total. That could be one of the reasons we are never included in the state book award progams (Texas Bluebonnet Award). Also, I do not have enough information on how to join this program except for titles of books that I get from book catalogs. (Texas)

I do have fewer students in third grade participate. Even with a number of the books on a lower level, I feel our program best suits fourth and fifth graders. (Texas)

Our School System has 4 libraries: K-3, 4-5, 6-8, 9-12. We have just built a new high school. The books for what was a Jr. High - High School library were all moved to the new high school. Most funds are routed to the building of a new Jr. High library. This process will take several years. (Texas)

Middle school students are not easily motivated by contests typified by their elementary experience. Here we are helping students improve writing skills through reading/writing workshop approach. As a result, they are reading and writing like crazy. They do read award books because they are so good. (Texas)

Texas now has a middle school reading list, the Texas Lone Star Reading List, which is in pilot, toward becoming an award. I do not do Bluebonnet Awards, but do support the Texas Lone Star Reading List. (Texas)

Good luck! Hope this is not too late. (Vermont)

In many cases the kids aren't nearly as happy with the Newbery award books as the adults are. We have a committee of adults choosing the D.C.F. books - I wonder what the difference would be if we added a few kids to the committee. (Vermont)

I really have to push the students to read the "DCF" books. Some years there is a much better selection. (Vermont)

If we ever get new schools, the 5th grade will be moved from the middle school to the elem. level. I think at that time we would try the DCF books. At this time most DCF books are at a higher level. (Vermont)

Within the next 2 years we will have a certified librarian in order to pass P.S.A. I have taken students to the award ceremony for the last 14 years. (Vermont)

The most effective way for students to be exposed to an award worthy book is to have either classroom teacher or myself read it to them. My promotion of Newbury(sic) books has been a failure because many have been very sophisticated reading especially 10+ years ago titles. (Vermont)